

Strengthening Institutions Program (Title III, Part A) (CFDA No. 84.031)

I. Legislation

Higher Education Act (HEA) of 1965, Title III, Part A, amended by P.L. 102-325 (20 U.S.C. 1051-1059b) (expires September 30, 1997).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>	<u>Fiscal Year</u>	<u>Appropriation 1/</u>
1987	\$75,467,000	1992	87,831,000
1988	60,060,000	1993	86,257,000
1989	77,459,000	1994	88,586,000
1990	82,911,000	1995 2/	80,000,000
1991	87,830,000	1996	55,450,000

1/ The Title III discretionary program was first authorized in FY 1966. In FY 1986 the discretionary portion became Part A, the Part B formula grant for HBCUs was added, and the endowment grant became Part C.

2/ Beginning in FY 1995, Hispanic-serving institutions were funded separately under Section 316 of Part A (see Chapter 517).

III. Analysis of Program Performance

A. Goals and Objectives

This program is intended to help institutions of higher education that serve significant percentages of needy students with limited financial resources become financially self-sufficient.

B. Strategies to Achieve the Goals

Services Supported

When the appropriation equals or exceeds \$60.5 million, 25 percent of the funds in excess of \$60.5 million must be made available to institutions that enroll at least 60 percent minority students. The distribution of Part A funds to institutions has remained relatively constant since FY 1994 (see Table 1).

- In the three years shown in Table 1, most of the funds went to two-year public institutions (approximately 66 percent) and to predominantly white institutions (79 percent).

Table 1

Strengthening Institutions Program Obligations by Institutional Racial/Ethnic Identification and Institutional Type and Control, FYs 1994, 1995, and 1996

Institutional Racial/Ethnic Identification ¹	FY 1994			FY 1995			FY 1996		
	Number of Awards	Obligations ²	% of Total Dollars	Number of Awards	Obligations ²	% of Total Dollars	Number of Awards	Obligations	% of Total Dollars
Predominantly Black	12	\$4,819,330	5.5%	11	\$3,984,876	5.0%	10	\$2,772,500	5.0%
White	220	73,066,626	82.7%	172	62,164,069	78.0%	149	43,836,900	79.1%
American Indian	4	1,510,241	1.7%	10	4,781,851	6.0%	8	2,186,600	3.9%
Asians/Pacific Islanders	3	958,299	1.1%	6	2,390,926	3.0%	6	1,663,500	3.0%
Hispanic	22	8,006,203	9.1%	19	6,375,802	8.0%	18	4,990,500	9.0%
Total	261	\$88,360,699	100.0%	218	\$79,697,524	100.0%	191	\$55,450,000	100.0%
Type and Control									
4-year Private	50	\$15,717,648	17.8%	42	\$15,939,505	20.0%	41	\$12,199,000	22.0%
4-year public	26	8,638,371	9.8%	20	7,172,777	9.0%	16	4,436,000	8.0%
2-year private	10	3,192,592	3.6%	9	3,187,801	4.0%	8	2,218,000	4.0%
2-year public	175	60,812,088	68.8%	147	53,397,341	67.0%	126	36,597,000	66.0%
Total	261	\$88,360,699	100.0%	218	\$79,697,424	100.0%	191	\$55,450,000	100.0%

¹ Predominant racial/ethnic categories are institutions where more than 50 percent of students are of that racial/ethnic category.

² \$225,000 in FY 1994 and \$228,000 in FY 1995 was used for field readers.

- Historically black colleges and universities (HBCUs) that receive funds under Part B may not receive funds under Part A. Because HBCUs receive more funds through Part B than they could under Part A, no HBCU chose to participate in Part A (see Chapter 518).

The Strengthening Institutions Program supported competitions for two types of discretionary grants: one-year planning grants and five-year development grants. Institutions could use their funds to plan, develop, and implement activities for faculty and academic program development, funds and administrative management, joint use of libraries and laboratories, acquisition of equipment to be used in strengthening fiscal management and academic programs, and student services.

To apply for a grant, an institution must meet basic eligibility requirements. Basic eligibility requires that an institution grant bachelor's or associate's degrees and be accredited or be making reasonable progress towards accreditation.

In addition, to be eligible to compete in Part A, institutions show that they enroll substantial percentages of needy students and have limited financial resources. The definition of needy student is the percentage of students receiving Pell Grants enrolled at an institution; financial resources are defined by education and general (E&G) expenditures per full-time-equivalent student. Each year, cut-off values are published for both measures, and institutions with relatively high Pell Grant participation rates and relatively low E&G expenditures per student are eligible to compete for funds. There are several allowable waivers to these requirements, for which written justification is needed.

Strategic Initiatives

An annual national workshop sponsors technical assistance workshops to improve continuation applications and projects. In FY 1995 a regional technical assistance workshop also was held.

C. Program Performance—Indicators of Impact and Effectiveness

The program office is currently developing the performance indicators that will be used to assess the program's performance. See also Office-Wide Performance Indicators for the Office of Postsecondary Education displayed in the Overview (OPS) to the postsecondary education programs.

IV. Planned Studies

An evaluation of the Title III programs began in FY 1996. The purpose of the evaluation is to develop a system of performance indicators. The four evaluation goals are to (1) define program goals in measurable terms, (2) determine how federal management activities contribute to program goals, (3) determine how institutional activities contribute to program goals, and (4) establish an annual progress report.

V. Sources of Information

Program files.

VI. Contacts for Further Information

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